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ABSTRACT

In this review of current practices it is observed that administrators are evaluated for two major purposes--(1) to provide a basis for school districts' decisions at the conclusion of the evaluation period, and (2) to provide feedback on performance to allow administrator improvement. A comparison is made of evaluation material from five school districts and two published lists. Also included is a table from a study in the state of Washington that shows percent response to ten conditions considered important that either exist or are being initiated for the evaluation of educational administrators. The next section of the report reviews some of the current literature about the role of the evaluator, who is evaluated by whom, problems and suggestions for administrator evaluation programs, and techniques in administrator evaluation. The final section of the report contains nine samples of administrator evaluation instruments and an extensive bibliography. (MLF)

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OSSC BULLETIN

EVALUATION OF ADMINISTRATORS: ISSUES AND PRACTICES

by

Lewis A. Wills

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TABLE OF CONTENTS

	Page
Definition and Overview of Evaluation	1
Why Evaluate?	2
A Comparison of Evaluative Criteria (Objectives) From Seven Resources	5
A Comparison of Five Administrator Evaluation Programs	8
The Trend in Washington	10
The Role of the Evaluator	13
Who Evaluates Whom?	15
Problems and Suggestions for Administrator Evaluation Programs	16
Techniques in Administrator Evaluation	20
Samples of Evaluation Instruments	23
References	48
Bibliography	50

FOREWORD

Administrative evaluation is here to stay. This month's Bulletin challenges districts that do not have an administrator evaluation plan to begin developing one. It asks districts which do have such plans to examine them closely in order to determine whether or not the plans are doing what they are supposed to do.

Fair evaluation is a positive activity, and seems a "must" in this age of accountability. By periodic examination of administrator behavior as related to professional objectives and personnel relations, administrators can find ways to grow and to find new challenges for themselves and for their districts. With self-renewing, life-long-learning administrators, the educational opportunities for our young people can only improve, and improvement of those opportunities is what schools are all about.

The author of this Bulletin, Lew Wills, is a Graduate Research Assistant in the Field Training and Service Bureau, University of Oregon. He has recently been working on a committee formulating a new plan for administrative evaluation in District 4J, Eugene.

Kenneth A. Erickson
Executive Secretary
Oregon School Study Council

EVALUATION OF ADMINISTRATORS: ISSUES AND PRACTICES

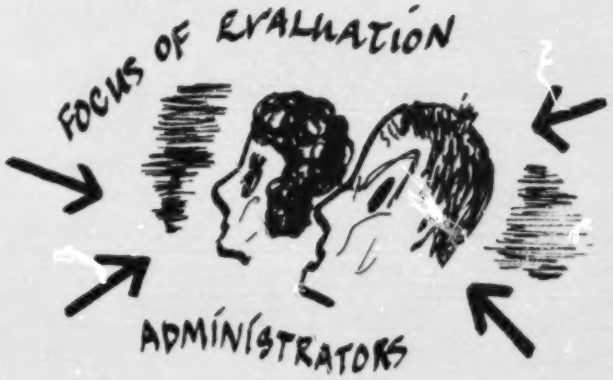
Definition and Overview of Evaluation

Evaluation in education is closely associated with accountability. In order for someone to be held accountable, there must be an evaluation or determination of the extent to which the evaluatee did what he said he was going to do and what he was hired to do.

Teachers first felt the impact of accountability when the ominous term "behavioral objective" was coined. The public's demand for an accounting of how its education dollars are spent is causing the development of evaluation networks, elaborate course descriptions with behavioral objectives, and many other forms of documentation aimed at evaluating teachers.

Administrators have become a target for evaluation as well. For most administrators, however, being evaluated is a new and awkward experience. Administrators' complaints concerning evaluation seem to be very similar to teachers' complaints. In general, both teachers and administrators seem to be saying, "Your criteria for evaluation are

different from mine."



Why Evaluate?

Why evaluate the administrator? There appear to be two major purposes: making a specific decision at the conclusion of the evaluation period (rehire, promote, fire, grant merit raise) and providing feedback on performance to allow the administrator to improve through in-service, university course work, or other means. One purpose focuses on the end-product evaluation of the individual's performance (summative evaluation); the second focuses on the improvement of administrative performance by the individual being evaluated (formative evaluation).

The district's purpose for evaluation is the central question when developing an evaluation model. It is only through careful consideration of this purpose that the district will be able to develop a plan to fit its specific needs. The administrators to be evaluated must be included in the development of the evaluation plan in order for the plan to be accepted with minimal apprehension and confusion.

There are numerous specific purposes for administrative evaluation:

--For self-improvement and growth.

--To establish performance objectives for the administrator.

--For providing information on merit raises, promotion, and continued employment in the school system.

--To provide feedback which will aid the administrator in altering inappropriate behaviors.

--To determine the skill possessed by the administrator in his/her role as an educational leader.

--To motivate administrators toward better performances.

--To "weed out" incompetent administrators.

--To facilitate communication and cooperation among administrators, teachers, students, and the community.

--To make district-level administration or board aware and sensitive to the demands placed on administrators.

--To raise the morale of administrators by demonstrating a just appraisal system for all employees.

--To set up a system in which long-term district goals can be translated into more immediate building-level objectives.

--To improve the learning environment of the students.

The most important result of accountability and evaluation in education seems to be that teachers and administrators have to think about the objectives of their jobs. Through this often painful process, it is hoped that a better educational environment for the student will result. As methods of evaluation continue to improve, increasing evidence of improved educational environment will come about.

A number of authorities have criticized accountability and evaluation systems because of their tendency to be purely mechanical and to ignore the humanistic point of view. Evaluation and accountability can be a combination of both the humanistic approach (stressing individual discovery and development) and a measurable approach (stressing specific, observable skills). Evaluation has been defined in many terms;

some abstract, some concrete, and others along the continuum between the two. Gene Glass (in *The Growth of Evaluation Methodology*) has defined evaluation as the process which seeks to assess the worth of a thing. He further defines "worth" as being synonymous with "social utility," which increases with increased health, happiness, life expectancy, and decreases with increased privation, sickness, and ignorance.[1] Worthen and Sanders have defined evaluation as the determination of the worth of a thing, but they include several additional aspects. Evaluation includes obtaining information for use in judging the worth of a program, product, procedure, objective or in judging the potential utility of alternative approaches.[2]

My perception of evaluation has been significantly influenced by study of program evaluation at the University of Oregon. The definition I will be working from, as I consider administrative evaluation, includes some of the factors mentioned by Glass and Worthen, but is more complete and workable. That definition is: "Evaluation of administrators is the process of delineating, obtaining, and providing useful information for judging alternatives." The terms can be further defined as follows:

PROCESS--activities, methods, or operations

DELINEATING--identifying information required

OBTAINING--making information available by collecting, organizing and analyzing

PROVIDING--putting information into systems (i.e., evaluation instruments, questionnaires) and giving it to the evaluator for making evaluative decisions.[3]

In other words, there needs to be a specific method of identifying

information and then making the collected, organized information available to the evaluator or superior of the administrator being evaluated.

The school is a highly complex organization subject to criticism and pressure from every group imaginable. Such is not the situation with most private organizations. Because the schools have a prominent place in the lives of practically every person in the United States, they are subject to a great deal of attention. Because public schools are public, and financing is directly controlled by the public, schools function with the permission of the people. The evaluation of any aspect of the public schools, therefore, is an extremely important issue affecting the health, welfare and success of that school organization.

Administrator evaluation may have an effect on many aspects of the school besides the performance of the administrator. In this light, one might ask what will be the effect of administrative evaluation on:

1. The humanization of the organization?
2. The efficiency of the organization?
3. The cohesiveness of the organization?
4. The community acceptance of the organization?
5. The motivation to perform in the organization?

These questions will not be specifically covered in this paper, but are raised to point out the significance of evaluation as related to the functioning of any organization.

A Comparison of Evaluative Criteria (Objectives) From Seven Resources

This section will compare principal evaluation material from five

school districts. The school districts are:

1. William S. Hart Union High School District, Los Angeles County, California
2. South Whittier School District, Los Angeles County, California
3. Lake Washington School District, Kirkland, Washington
4. La Canada Unified School District, Los Angeles County, California
5. Hacienda-La Puente Unified School District, Los Angeles County, California

In addition, two lists from the literature--Rosenberg's list and the National Study of Secondary School Evaluation list--are included. Altogether, seven resources are considered here.

Before making an overall comparison of the districts, I have compared the objectives of the districts. This comparison is based on a category of objectives, rather than specific objectives, because in three of the districts there are numerous objectives for each category. The number of objectives is indicated in parenthesis.

Table 1 shows the number of districts which list a particular category of objective in their administrative evaluation program. The four categories which occur with the highest frequency are:

1. Objectives involving curriculum and instruction (found in six of the seven sources).
2. Objectives involving the staff and personnel (found in all sources).
3. Objectives involving school buildings and equipment (found in five of the seven sources).
4. Objectives involving school and community relationships (found in all sources).

Table 1

A COMPARISON OF EVALUATIVE CRITERIA

Lake Washington[4]	South Whittier[5]	Hacienda-La Puente[6]	William S. Hart[7]	La Canada[8]	Rosenberg's list[9]	N.S.S.S.E. list[10]
Curriculum and Instruction (35)	Supervision and Evaluation of Instruction (4)	Instructional Leadership (5)	Leadership in Curriculum Development	Instruction	Instructional Program	
Staff Personnel (35)	Personnel Evaluation (5)	Personnel Leadership and Management (6)	Supervision of Personnel	Staff Relations	Relationship with Staff Members	Relationship with Staff Members; Staff Selection
Pupil Personnel (37)		Student Performance (4)		Student Relations	Relationship with Students	Relationship with Students
Finance and Business Management (33)					Schedules, Accounts and Other Management Matters	
School Buildings and Equipment (14)	Plant Management (3)		Establish Suitable Environment for Living		Plant and Facilities	Inspection of Plant Facilities
School-Community Relations (26)	Community Relations (3)	Community Involvement (5)	Interact Effectively with Community	Community Relations	Relationship with Community	Relationship with Community
Professional Growth (6)			Personal Performance Objectives and Program to Meet These Objectives	Self-Renewal		Self-Improvement
Others, different from above		1. Professional Leadership 2. School Operations		Administration	1. School Organization 2. Relationship with Supervrs. 3. School Climate	1. Educational Leadership 2. Organization of School Procedures, Activ

It was surprising that several objectives were listed by so few districts: "educational leadership" (three times), "business management" (two times), and "the organization of school activities" (three times).

Conclusions from this table should be drawn with caution because of the incompleteness and general nature of the data. Finding a good comparative list of principal objectives in the literature is difficult. Hopefully, via the accountability movement, administrative objectives will be clearer, not more vague, and available, not latent.

A Comparison of Five Administrator Evaluation Programs

Table 2 compares five evaluation programs in three areas. The most interesting comparisons are:

1. The only objectives listed are those of the administrator with the exception of Lake Washington.

2. There are no methods or resources in the literature supplied by any of the five schools. It is usually assumed that administrators automatically know what methods lead to a completed objective. ("Methods" are defined as activities which help one to reach an objective. "Resources" are defined as the necessary materials or personnel needed for activities which will help meet the objective.)

3. All schools require conferences, but only two require peer and teacher evaluation.

The Trend in Washington

Dale Bolton at the University of Washington has recently completed a comparative study of Washington school districts and their development in the area of administrative evaluation. The results, listed in Tables 3 and 4, reflect the emphasis placed on specific statements of roles and responsibilities of administrative positions. Dr. Bolton suggests that this information can be helpful when considering evaluation practices in local school systems, but cautions that "normative practice is not always correct practice." Decisions on the type of evaluation plan should be made on the basis of what makes sense in each local situation.[11]

Table 2

A Comparison of Five Administrator Evaluation Programs

School	Objective Referred to	Objectives Present	Evaluation Strategies
WILLIAM S. HART	Adopted duties and responsibilities	Administrator objectives only	Evaluation checklist; conference; teacher, peer, and student questionnaire
SOUTH WHITTIER	Principal activities	Administrator objectives only	Conference
HACIENDA-LA PUENTE	Performance of administrative effectiveness	Administrator objectives only	Checklist; conference
LAKE WASHINGTON	Task indicators of administrative effectiveness	Administrator and evaluator objectives	Conference; management by objectives; staff and peer questionnaire; summary of above
LA CANADA	Effectiveness areas	Administrator objectives only	Self-evaluation, based on specific objectives; conference

Table 3

SECTION I OF QUESTIONNAIRE WITH PERCENTAGE OF "YES" RESPONSES
IN THE STATE OF WASHINGTON, 1975

INSTRUCTIONS: Consider the organization in which you presently work. Read the statements below and react to them according to whether the condition:

Presently Exists, i.e., is the condition evident in your organization?

Is it Important, i.e., do you consider the condition of considerable importance for your organization?

Are you Initiating it, i.e., if it does not presently exist and if you consider it important, are the conditions such that your organization will be initiating activity during the next six months?

Put a check (x) in the appropriate spaces.

			% Yes	% No
1.	Systematic self-evaluation, based on structured and non-structured feedback devices.	Exists?	43	
		Important?	75	
		Initiating?	28	
2.	Management by Objectives procedures; based on agreement on objectives, working toward these objectives, and examining progress prior to setting new objectives.	Exists?	58	
		Important?	78	
		Initiating?	27	
3.	Specific statement of roles and responsibilities of administrative positions--in terms which allows the administrator and the administrator's evaluator to know when the administrator is performing effectively.	Exists?	68	
		Important?	82	
		Initiating?	20	
4.	Specific means whereby an administrator's evaluator obtains information from multiple sources regarding the administrator's performance.	Exists?	42	
		Important?	78	
		Initiating?	10	
5.	Agreement regarding what information will be recorded regarding the administrator's performance, who will collect and analyze the information, and how the information will be used.	Exists?	53	
		Important?	80	
		Initiating?	17	
6.	The format for recording and trasmitting information regarding the administrator's performance is clear enough to facilitate communication, complete enough to cover the significant aspects of the position, and concise enough to be usable.	Exists?	60	
		Important?	80	
		Initiating?	20	
7.	Measurement (scaling) used to describe administrator performance is descriptive; i.e., it deals with behavior or outcomes of behavior, rather than comparisons with some reference group or categorizing the administrator.	Exists?	32	
		Important?	73	
		Initiating?	18	
8.	The present system of evaluation examines both the processes of administrators as well as the results obtained.	Exists?	53	
		Important?	80	
		Initiating?	20	
9.	The present evaluation system encourages evaluators of administrators to develop their own systems of self-evaluation by acquiring systematic feedback from those whom they evaluate.	Exists?	40	
		Important?	80	
		Initiating?	22	
10.	Outside consultants are available to administrators and their evaluators to assist them in developing evaluation systems and procedures.	Exists?	30	
		Important?	62	
		Initiating?	13	

Table 4

CONDITIONS WHICH EXIST, EXIST AND ARE BEING INITIATED, AND ARE CONSIDERED IMPORTANT IN THE EVALUATION OF EDUCATIONAL ADMINISTRATORS IN THE STATE OF WASHINGTON, 1975

	EXISTS		EXISTS + INITIATING		IMPORTANT	
	%	RANK	%	RANK	%	RANK
1. Self evaluation	43	6	71	5	75	8
2. Management by objectives	58	3	85	2	78	6.5
3. Description of position	68	1	88	1	82	1
4. Multiple information sources	42	7	52	8	78	6.5
5. Agreement on information	53	4.5	70	6	80	3.5
6. Clear information format	60	2	80	3	80	3.5
7. Descriptive measurement	32	9	50	9	73	9
8. Process and results examined	53	4.5	73	4	80	3.5
9. Feedback from subordinates	40	8	62	7	80	3.5
10. Consultants available	30	10	43	10	62	10
Range	30-68		43-88		62-82	
Median	48		70.5		79	
Mode	53				80	

The Role of the Evaluator

Is the evaluator to check satisfactory, unsatisfactory, or superior on a form listing fifty pre-determined objectives? Is the evaluator one who helps the evaluatee and thus serves as a resource person? Is the evaluator functioning to remove the incompetent, or to help the competent to improve his performance? Stufflebeam suggests two basic functions for the evaluator:

1. He is the eyes and ears of the decision-maker (the superintendent or board), giving information about the real world.
2. He asks the questions necessary to bring the evaluation model into the "real world" and use it as a standard with which to check actual performance.

Stufflebeam goes on to say that the evaluator supplies the client (principal) with information and informs the administrator when the criteria set for a desired situation are insufficient for him to tell whether they have been met. The evaluator assists the decision-maker in pinpointing his values so that they can be best served by the evaluative decisions that are made.[12]

The general view of the evaluator includes his technical role and his relationship with the decision-maker. The role of the evaluator in his relationship with the evaluatee is extremely important--perhaps more important than the first two roles mentioned. The basic philosophy of evaluation is to improve, not remove, the evaluatee. Certainly some individuals will be removed, but this group will be small. The evaluator, therefore, must establish a trust relationship with the evaluatee

to facilitate communication. The evaluator can help establish objectives, help identify methods for their attainment, and assist the administrator to grow professionally.

William Castetter has listed four objectives for the evaluator which relate to the important relationship between the evaluator and evaluatee. According to Castetter, the evaluator will:

1. Develop appraisal methodology for determining goal achievement.
2. Help develop performance standards (objectives) for the position.
3. Inform the administrator of how well he is doing and discuss his self-evaluation.
4. Provide the administrator with opportunities to grow and to satisfy individual and school needs.[13]

Blaine Worthen has suggested an extension of the evaluator's Objective 1 above:

> Both Stake and Scriven have emphasized that it is the responsibility of the evaluator to see that objectives are well stated. It is the evaluator's job to sit down with the client and help him to write clearly stated objectives.[14]

This approach emphasizes the humanistic side of the evaluator, which cannot be neglected. The evaluator is more than a person filling in a checklist, he is a facilitator or an extension of the evaluatee whose purpose is to help improve performance.

Who Evaluates Whom?

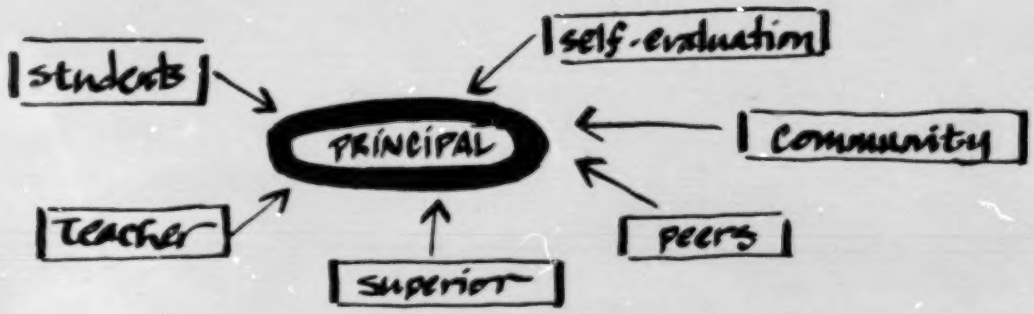
All too often in administrative evaluation, it is assumed that the person being evaluated is the principal and the evaluator is an assistant superintendent or superintendent. These are not the only possible participants in administrative evaluation. A partial list of evaluator-evaluatee relationships could include:

Evaluator	Evaluatee
Principal	Assistant Principal
Assistant Superintendent	Principal
Superintendent	Assistant Superintendent
Area Coordinator	Principal
Area Superintendent	Principal
Assistant Superintendent	Area Coordinator
Board	Superintendent

The above, however, represents a narrow view of who the evaluator could be. If improvement of performance is a desirable component of the administrative evaluation program, then an evaluator is a person who can provide helpful feedback to the administrator being evaluated. Are superiors or supervisors the only people who can supply the feedback?

Absolutely not! Supervisors may make decisions on merit pay, retention or dismissal, but may or may not be the only persons who can provide feedback to the administrator on performance. Students, teachers, peers, supervisors, community members, and secretaries and other office personnel can provide valuable feedback to the administrator.

The illustration below shows the potential sources of evaluative feedback for a principal.



Some of the above feedback procedures will be of a formal nature, some very informal, depending on the nature of the referent group and the type of feedback requested. As an administrator, one needs to obtain feedback from as many sources as possible. The administrator is not only what he pictures himself to be, but what others see him to be. Because referent groups are unique and have different interests, they will see things from slightly varying viewpoints. Having as much data available from as many sources as possible will enable the administrator to make better decisions.

Problems and Suggestions for Administrator Evaluation Programs

Alan Gaynor has suggested three variables which will seriously effect the evaluation procedure and the nature of objectives in an evaluation system:

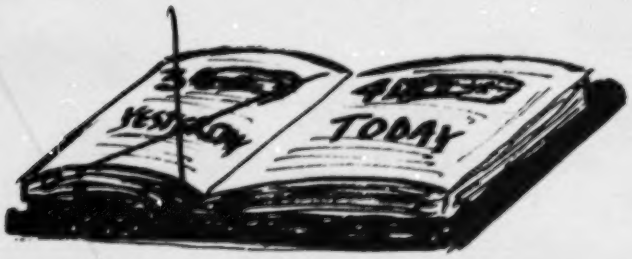
1. "When it's Sioux City, it's not Detroit."

Evaluation systems and objectives will, of course, vary according to community norms. Care should be taken when generalizing an evaluation program to another location. Howard Merriman refers to this generalization as re-inventing the wheel. "People need to re-invent the wheel in each area to make it a part of the community or school."[15]

2. "When it's the administrator, it's not the district office or the teacher."

With this statement, Gaynor is saying that the nature of the evaluation will vary as the focal point of evaluation varies.

3. "When it's today, it's not yesterday."



Time is a variable and should be taken into consideration in all evaluation programs. Evaluation programs will need to change and to be reviewed. What was best last year may not be best this year.

Gaynor goes on to list four answers to the question, "What can we do?":

1. Emphasize description and diagnosis.
2. Don't look at ratings, rewards, and sanctions.
3. Help the principal understand the environment of the school and help mirror principal behavior in relation to the environment.
4. Provide formative feedback over time.[16]

Gaynor suggests that we should not use rating scales at all, let alone import them from other districts. I can't completely agree with Gaynor's suggestion about rating scales or checklists, and have, in this Bulletin, included two rating scales discovered in my search of the literature on evaluation. As a principal, I would welcome feedback from peers, parents, and students. An anonymous checklist or rating scale is a fairly simple tool which provides valuable feedback. The crucial point is that the instrument be developed for that specific

environment with the involvement of the principal.

Principals have always been evaluated, at least informally, by parents, teachers, students and others. Why should evaluation be different today than it was yesterday? Bennis states that there are three basic factors behind the cry for a new appraisal system:

1. A new concept of man based on increased knowledge of his complex and shifting needs. This replaces the oversimplified, innocent, push-button idea of man.
2. A new concept of power based on collaboration and reason. This replaces the model of power based on coercion and fear.
3. A new concept of organizational values based on humanistic-democratic ideas. This replaces the depersonalized, mechanistic value system of bureaucracy.[17]

Several authors have made suggestions for better administrative evaluation programs. I have attempted to make a composite list from the writings of the following authors: Jack Culbertson, Howard Merriman, Kenneth De Pree, and Alan Gaynor.

1. Both the principal and the superintendent need to take a leading part in the evaluation program.
2. There needs to be an effective communication system within the community.
3. School authorities need to be prepared to reveal both the positive and the negative aspects of school achievement.
4. Principals should be highly involved in establishing objectives. These objectives should be unique to given schools, and should be based on specific data for a given school population and attendance area.
5. Students, parents, and teachers should be encouraged to participate in establishing school objectives.

6. There should be less emphasis on standardized forms and more emphasis on evaluation developed for the unique objectives of the individual school.

7. Evaluation programs should be open to new evidence.

8. The program should be designed to encourage self-evaluation.

9. The number of objectives focused upon should be limited.

10. The program should consider only variables that can be controlled.

In evaluating administration, as in evaluation generally, there must be a set of criteria to guide the process. There is still much confusion about what the administrator does or does not do, and about who determines the objectives and how they are to be evaluated. For many years it has been assumed that if we paid enough attention to the inputs (objectives) that the outputs (desired change) would occur. It is now generally agreed that such is not true in teaching, and probably not true in administration, either.

Techniques in Administrator Evaluation

Administrator evaluation is a unique type of evaluation which cannot be created by changing a teacher evaluation form to read "administrator." For example, the current standard teacher evaluation form No. 81-581-1231 cannot serve as a legitimate substitute for an administrative evaluation form. (This substitution is being made in some Oregon school districts in order to satisfy Oregon Law, Chapter 570, Section 5 regarding administrative evaluation since the districts have not developed their own program of administrative evaluation.)

Complete in triplicate:
Original for Personnel File
Blue Copy for Teacher
Pink Copy for Supervisor

_____ School District No. ____
_____, Oregon

Administrator ~~TEACHER~~ PERFORMANCE EVALUATION

Name _____ Employee Status _____

Assignment _____ School _____

Instructions: This form is to be completed pursuant to rules adopted by the district school board. Use the back of this form, additional pages, and the district form for a complete evaluation to improve the quality of instruction. The evaluation form shall be delivered to the teacher and one copy maintained in the teacher's personnel file. This form may be duplicated as necessary.

"Teacher" means any person who holds a certificate as provided in ORS 342.125 who is employed on other than a part-time basis as an instructor or administrator.

Models for administrative evaluation are based on the assumption that there are standards of effective performance, especially for the administrator, and that administrative performance can be measured against these standards. The standards may be imposed upon the administrator, or the administrator may develop a unique set of standards for his or her own school. These standards may also change from year to year.

There are five general techniques for evaluating administrative behavior as listed by Debra Nygaard:

1. Graphic rating scales--The administrator is evaluated according to how frequently a behavior is observed. Examples of this type would be the Managerial Grid by Blake and Mouton, the LBDQ developed by Stogdill, or a typical checklist of behaviors.
2. Essay appraisals--The evaluator writes a narrative description of the administrator discussing strengths, weaknesses, and potential.
3. Field review--Essay and graphic ratings by several evaluators are combined into a systematic review process.

4. Forced-choice rating--The evaluator must choose from two or more statements that best describe the administrator's behavior.

5. Critical incident appraisal--Administrator behavior is recorded at critical periods or when significant incidents occur.

Many plans are combinations of the above. Following are a variety of forms used for administrator evaluation. These forms may serve as worthwhile models for districts wishing to develop their own models.

For a more complete listing of forms and an exhaustive bibliography, see the ERS Report on *Evaluating Administrator Performance* by Debra O. Nygaard, Educational Research Service, Inc., 1974.

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Samples of Evaluation Instruments

1. Sample administrator evaluation time-lines
   a. Lake Washington, Washington
   b. La Canada, California
   c. Akron, Ohio
2. Sample rating form

   National Study of Secondary School Evaluation (for staff, supervisors or peers to complete)
3. Sample evaluation form in terms of functions or responsibility
   a. N. E. School District, Texas (a self-evaluation)
   b. Tulsa, Oklahoma
4. Evaluation according to achievement of performance objectives
   a. The MBO Model
   b. Beaverton, Oregon
   c. Salt Lake City, Utah

DESCRIPTION OF THE ADMINISTRATOR PERFORMANCE EVALUATION

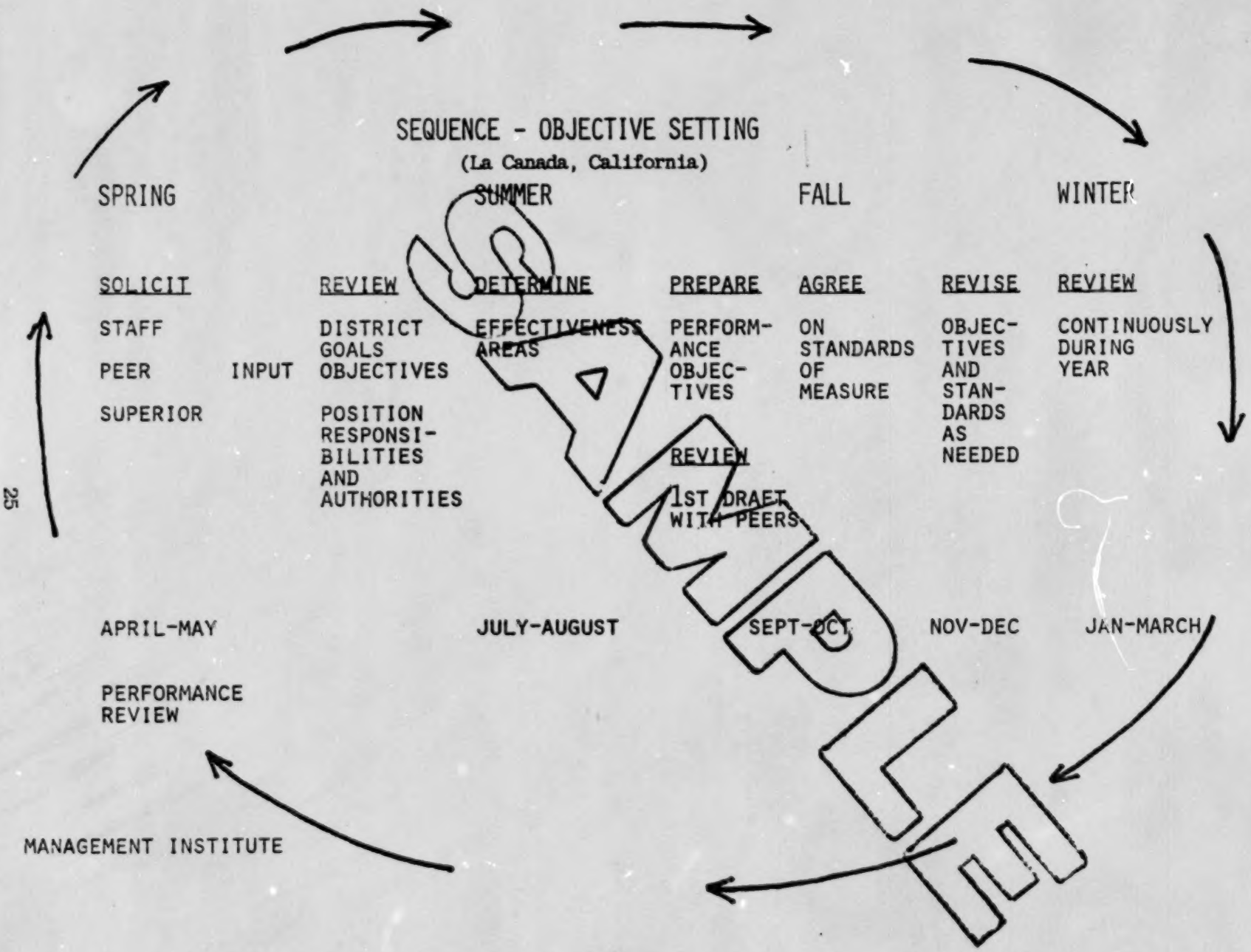
(Lake Washington)

SAMPLE

"Who"	"What"	"When"
A - S	a. Review previous evaluations	June 1
A - S	b. Complete outline of duties	
A - S	c. Complete statement of unique factors	
A - S	d. Establish objectives	Oct 15
A - S	a. Mid-year review conference*	Dec 1
A - S	b. Adjust objectives*	Feb 15
A - P	a. Collect evaluations	Mar 1
A - S	b. Complete evaluation of performance	
A - S	c. Complete evaluation of objectives	
S	d. Summary evaluation to Personnel Services	June 30

Code: A = Administrator
S = Supervisor
P = Peer/Staff

* Optional


SEQUENCE - OBJECTIVE SETTING
(La Canada, California)
SPRING
SUMMER
FALL
WINTER
SOLICIT
STAFF
PEER
SUPERIOR
INPUT
REVIEW
DISTRICT GOALS OBJECTIVES
POSITION RESPONSI-BILITIES AND AUTHORITIES
DETERMINE
EFFECTIVENESS AREAS
PREPARE
PERFORM-ANCE OBJEC-TIVES
REVIEW
1ST DRAFT WITH PEERS
AGREE
ON STANDARDS OF MEASURE
REVISE
OBJEC-TIVES AND STAN-DARDS AS NEEDED
REVIEW
CONTINUOUSLY DURING YEAR
APRIL-MAY
PERFORMANCE REVIEW
JULY-AUGUST
SEPT-OCT
NOV-DEC
JAN-MARCH
MANAGEMENT INSTITUTE
SAMPLE

PROCEDURES AND TIME SEQUENCE FOR APPRAISAL

(Akron, Ohio)

DATES	PROCEDURES
August 15 - September 15	a. Notifications are sent to appraisees, evaluators and reviewers of appraisal assignments for the year.
September 15 - September 30	a. Meeting of appraisees, evaluators and reviewers for a consideration of role definition and procedures.
October 1 - October 15	a. Appraisee identifies major areas of his duties and responsibilities. (Form I) b. Appraisee identifies "job targets". (Form II) c. Appraisee submits Forms I and II to Evaluator for approval.
October 15 - November 15	a. Evaluator schedules personal conference with Appraisee to clear the suitability of "job targets". Job responsibilities are also reviewed and discussed. Upon consensus of appraisee and evaluator, Forms I and II are signed.
November 15 - March 15	a. Intermittent meetings of appraisee and evaluator to review the course of managerial responsibilities and progress toward job targets.
March 15 - April 1	a. Appraisee completes self-appraisal and sends the forms to the Evaluator. (Forms I and II, Section I)
April 1 - April 15	a. Evaluator confers with his Reviewer, explaining and indicating his reasons for the tentative evaluations he contemplates recording. Reviewer and Evaluator agree upon final evaluations. (Forms I, II and III)
April 15 - May 15	a. Evaluator holds conference with all his appraisees. Appraisal forms (Forms I, II and III) are signed and a copy given to the Appraisee.
June 15 - June 30	a. All appraisals are completed; Forms I, II and III are filed in the Office of Professional Personnel.

SAMPLE

Although the following functions are commonly the special responsibility of the principal of the secondary school, their performance may be delegated to others. Check and evaluate on the basis of performance of the functions by the proper person, regardless of title. If the principal is also the head of the school system, the criteria dealing with the superintendent of schools should be checked with reference to the principal.

Checklist 19

The principal:

1. Is the responsible head of the school. . no 1 2 3 4
2. Budgets his time to provide a balance between administrative and supervisory duties. . . . . no 1 2 3 4
3. Makes sure that all staff members understand their duties and responsibilities. . no 1 2 3 4
4. Equalizes the working load of staff members as much as possible. . . . . no 1 2 3 4
5. Requires that materials and supplies are used efficiently and economically. . . no 1 2 3 4
6. Provides for administrative procedures, such as scheduling, attendance, and reports. . . . . no 1 2 3 4
7. Provides regular and accurate reports regarding the condition and progress of the school. . . . . no 1 2 3 4
8. Inspects plant facilities regularly to ensure efficient operation and healthful conditions. . . . . no 1 2 3 4
9. Provides for drills, traffic control, and similar activities to ensure student safety. . . . . no 1 2 3 4
10. Directs the planning and operation of a program of safety education. . . no 1 2 3 4
11. Directs the public relations program in cooperation with the superintendent. . no 1 2 3 4
12. Participates in the selection of staff members. . . . . no 1 2 3 4
13. Provides direction and supervision for student activities. . . . . no 1 2 3 4
14. Provides educational leadership for his community. . . . . no 1 2 3 4
15. Directs and uses research to determine the effectiveness of various school programs and operational procedures. . . no 1 2 3 4
16. no 1 2 3 4

Checklist

The principal, assisted by other members of the staff having leadership responsibilities:

1. Is a major professional leader of the school. . . . . no 1 2 3 4
2. Assists staff members in improving the articulation and continuity of all aspects of the school program, both within grades and between grades. . . . no 1 2 3 4
3. Affords appropriate opportunities for staff members to share in the administration of the school. . . . . no 1 2 3 4
4. Helps new teachers to begin their work with confidence and to become constructive members of the staff. . . . no 1 2 3 4
5. Helps all staff members to attain a feeling of security and satisfaction in their work. . . . . no 1 2 3 4
6. Encourages the professional growth of his teachers and helps them to develop to their highest potential. . . . . no 1 2 3 4
7. Works with parent-teacher and other organizations to improve the service that the school renders to students and the community. . . . . no 1 2 3 4
8. Formulates plans, in cooperation with staff members, for the improvement of the educational program. . . . . no 1 2 3 4
9. Stimulates the staff to initiate and carry out curriculum studies. . . . . no 1 2 3 4
10. Aids teachers in obtaining and using a variety of up-to-date materials. . . . no 1 2 3 4
11. Uses classroom visits and interviews to help teachers increase their effectiveness. no 1 2 3 4
12. Arranges a variety of educational activities, such as workshops, conferences, and individual and group research projects. . . . . no 1 2 3 4
13. Aids in the development of a professional library. . . . . no 1 2 3 4
14. Provides opportunities for teachers to observe the work of other schools, clinics, or related services. . . . . no 1 2 3 4
15. Recognizes, on personnel records, by letters of commendation, or other means, instances of unusual professional growth or educational achievement. . . . . no 1 2 3 4
16. Uses a friendly and understanding approach in discussing the problems of teachers. . . . . no 1 2 3 4
17. Encourages staff members to seek ways of promoting moral and spiritual values through school activities. . . . . no 1 2 3 4
18. Knows the community and is aware of its changing needs. . . . . no 1 2 3 4
19. Provides or maintains an environment that is conducive to educational growth and development. . . . . no 1 2 3 4
20. no 1 2 3 4

Evaluations

a) *How effective is the professional leadership of the principal and his assistants?* . . . . . no 1 2 3 4

b) *How satisfactorily does the principal provide opportunities for staff members to participate in policy-making?* . . . . . no 1 2 3 4

Comments

(National Study of Secondary School Evaluation, 1969)

North East Independent School District
10333 BROADWAY · SAN ANTONIO, TEXAS 78216

SAMPLE

EVALUATION FORM

FOR

ADMINISTRATION AND SUPERVISORY PERSONNEL

NAME _____ DATE _____

POSITION _____ SCHOOL OR DEPARTMENT _____

This form has been developed as part of a continuous improvement program for all administrators and supervisory personnel. It is intended that the use of it be a professional growth experience for all persons involved. Emphasis is to be placed upon self-evaluation on the part of each individual. The process will require the cooperation of all concerned.

Two columns are provided to the left of each number. Each individual is to complete a form on himself, using the column to the immediate left of the number. After the form has been completed it is to be forwarded to the individual's immediate supervisor. The immediate supervisor will then complete the second column on the individual. A conference will be held between the individual and his immediate supervisor in which the evaluations will be discussed. The completed form will be kept on file in the immediate supervisor's file. The immediate supervisor for Principals, Assistant Superintendents, and Administrative Assistants is the Superintendent. If an item does not appear to apply to an individual's position N/A should be entered in the space.

This information will be kept in strict confidence. Unauthorized persons will not have access to it.

EVALUATION TERMS

C - Commendable - Exceeds the standards of North East School District.

A - Acceptable - Meets the standards of North East School District

I - Needs improvement - Improvement is needed in order to meet the standards of North East School District.

U - Unsatisfactory - Fails to meet the standards of the District to a satisfactory degree.

N/A - Not applicable or insufficient knowledge on which to evaluate.

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EVALUATION FORM

FOR

ADMINISTRATIVE AND SUPERVISORY PERSONNEL

SAMPLE

Personal Responsibilities

Immediate Supervisor | Self

To what extent:

_____ _____ 1. Am I enthusiastic about my work?

_____ _____ 2. Do I attempt to use ideas gleaned from professional magazines and bulletins?

_____ _____ 3. Do I attend and contribute to professional meetings?

_____ _____ 4. Do I accept constructive criticism profitably?

_____ _____ 5. Do I accept administrative decisions and work enthusiastically toward achieving goals even though they may not conform to my personal opinions?

_____ _____ 6. Do I give full consideration to majority and minority opinion?

_____ _____ 7. Do I take advantage of opportunities for professional growth that are available beyond the requirements of the District?

_____ _____ 8. Do I show the initiative required of a person in my position?

COMMENTS:

Administrative and Professional Responsibilities

To what extent:

_____ _____ 9. Do I effectively delegate authority for the betterment of the school program?

_____ _____ 10. Do I organize my subordinates for maximum efficiency and effectiveness?

_____ _____ 11. Do I assume the leadership for the over-all morale of the building or department?

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SAMPLE

____	____	12.	Do I allow flexibility to guide my administration and relations with individuals, both teachers and students?
____	____	13.	Do I interpret and enforce the school/District policy in my area of responsibility?
____	____	14.	Do I help plan the staffs' professional growth program and encourage participation in in-service education programs?
____	____	15.	Do I count the activities of the classroom of primary importance to the school program?
____	____	16.	Do I fulfill the responsibility for administering attendance policies in the school?
____	____	17.	Do I fulfill the responsibility for the administration of the health and safety of students in the school?
____	____	18.	Do I provide assistance toward helping teachers improve?
____	____	19.	Am I receptive to new ideas?
____	____	20.	Do I involve teachers in the decision-making process where appropriate?
____	____	21.	Am I willing to make decisions which may be unpopular yet be best for the over-all program?
____	____	22.	Are my reports and proposals to my supervisors accurate, complete, and objective - the type that can be relied upon?
____	____	23.	Do I maintain adequate reports and records on students, and interpret them to the greatest extent of their value?
____	____	24.	Do I help new teachers to become a part of the school system and community?
____	____	25.	Do I communicate pertinent information to teachers and students?
____	____	26.	Do I accept the fact that my school or my particular field is a unit in the total school system, and that it cannot always receive the first consideration?
____	____	27.	Do I attempt to see the over-all or total picture?
____	____	28.	Am I punctual? (To my office, at meetings, with reports)
____	____	29.	Am I regular in attendance at meetings where my presence is expected?
____	____	30.	Am I willing to give my service beyond minimum requirements to school/District activities?

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SAMPLE

____ ____ 31. Am I willing to accept advice and suggestions from others?

____ ____ 32. Do I evaluate teachers' methods of grading students?

____ ____ 33. Do I systematically supervise and evaluate teacher utilization of teaching supplies and care of equipment and facilities?

____ ____ 34. Do I abide by District policy and philosophy in my work and activities?

____ ____ 35. Do I exert leadership and assist in developing philosophy, policy, and curriculum as my school or program operates within the framework of the District?

____ ____ 36. Do I insure proper communication and articulation between the schools above and below mine?

COMMENTS:

Community Responsibilities

To what extent:

____ ____ 37. Do I promote constructive relationships between the school/ District and the community?

____ ____ 38. Do I constructively interpret the school program and the policies to the community when the occasion arises?

____ ____ 39. Am I professionally ethical in all relationships?

____ ____ 40. Do I encourage good professional ethics in others?

____ ____ 41. Do I keep the community informed concerning the school program?

COMMENTS:

Management of Facilities

To what extent:

____ ____ 42. Is my office neat and attractive?

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SAMPLE

____ ____ 43. Does my office have a congenial and friendly atmosphere?

____ ____ 44. Are my directives clear and well understood?

____ ____ 45. Am I safety conscious about my facilities as I should be?

____ ____ 46. Do I plan with the custodial staff for the efficient operation of the school plant?

____ ____ 47. Do I effectively maintain my plant with the resources I have available?

____ ____ 48. Do my buildings and grounds reflect a positive image?

____ ____ 49. Do the maintenance and utility costs of my building compare favorably with like schools in the District?

____ ____ 50. Do I encourage students to show school pride in their buildings and campus?

____ ____ 51. Do I lead my school or office in economical use of materials and supplies?

COMMENTS:

Instructional Supervision

To what extent:

____ ____ 52. Do I assist teachers in establishing meaningful goals, objectives, and concepts?

____ ____ 53. Do I assist teachers in developing effective lesson preparations and do I regularly review their written lesson plans?

____ ____ 54. Do I assist teachers in evaluating their methods and materials?

____ ____ 55. Do I regularly visit classrooms?

____ ____ 56. Do I plan with consultants and/or counselors for more effective teaching?

____ ____ 57. Do I assist and encourage teachers to adjust their educational program to individual pupil needs and abilities?

____ ____ 58. Do I assist teachers in using community resources in their instructional program?

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____ ____ 59. Do I assist teachers in providing a classroom atmosphere conducive to good learning situations?

____ ____ 60. Do I assist teachers in developing satisfactory growth in basic skills for all pupils?

____ ____ 61. Do I assist teachers in developing good skills and study habits for their pupils?

____ ____ 62. Do I assist teachers in helping children to analyze and evaluate themselves and their growth?

COMMENTS:

Administrator and Student Relationships

To what extent:

____ ____ 63. Do I encourage student leadership in activities such as class government and student council?

____ ____ 64. Do I aid students in developing responsibility for their conduct?

____ ____ 65. Do I try to have the students assume responsibility for the behavior of their peers and the neatness of their school?

____ ____ 66. Do I encourage pupils to respect the rights, properties, and opinions of others?

____ ____ 67. Do I understand and respect students as individuals?

____ ____ 68. Do I encourage in students an appreciation for their civic rights and responsibilities of our democratic institutions?

____ ____ 69. Do I encourage the development of student behavior based on a sense of moral and spiritual values?

COMMENTS:

Physical Traits

To what extent:

____ ____ 70. Is my personal appearance neat and appropriate?

SAMPLE

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____ ____ 71. Do I speak clearly in a well-modulated voice?

____ ____ 72. Do I use correct English?

____ ____ 73. Do I attempt to correct personal habits and mannerisms which detract from effective leadership?

COMMENTS:

SAMPLE

Emotional Traits

To what extent:

____ ____ 74. Am I able to meet frustration without becoming hostile toward teachers, pupils, administrators, clerical personnel, and others?

____ ____ 75. Do I show genuine respect, concern and warmth for others, and a sympathetic understanding of individual problems of both child and adult?

____ ____ 76. Am I open-minded, happy, and tolerant in my outlook on life?

____ ____ 77. Am I able to work effectively with others?

____ ____ 78. Am I patient?

COMMENTS:

Staff Relationships

To what extent:

____ ____ 79. Do I treat my staff with respect due other professionals?

____ ____ 80. Does my staff feel free to approach me on any matters of concern?

____ ____ 81. Do I praise in general and in particular those departments and staff members whose performance has been outstanding?

____ ____ 82. Do I admonish privately those staff members whose performance is not acceptable?

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____ ____ 83. Do I use discretion and consideration in speaking of my school/District and colleagues?

____ ____ 84. Do I try to protect teachers from burdensome non-professional tasks?

____ ____ 85. Do I assume leadership in solving school/District problems when the opportunity presents itself?

COMMENTS:

SUMMARY:

SAMPLE

How can the District provide you with a higher degree of support and leadership in your role?

Date _____ Signature _____

Date _____ Signature of Immediate Supervisor _____

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Tulsa Public Schools

PRINCIPAL'S PERFORMANCE APPRAISAL RECORD

PRINCIPAL'S NAME_____ SCHOOL_____

YEARS IN THE TULSA PUBLIC SCHOOLS_____ YEARS AS A PRINCIPAL IN TULSA_____ YEARS AS PRINCIPAL IN THIS SCHOOL_____

DATE OF ON-SITE VISITATION_____, 19____

Place a check in one of the three columns at the right. Prepare in duplicate. Signatures required by Administrative Director and Principal. ORIGINAL COPY to Principal. CARBON COPY to Principal's Personnel File.

SAMPLE

	SATISFACTORY	NEEDS TO IMPROVE	UNSATISFACTORY
I. ADMINISTRATIVE SKILLS			
A. Organization: clearly delineates responsibilities and authority; establishes direct lines of communication; schedules teachers efficiently; adequately supervises nonteaching personnel			
B. Business affairs: maintains accurate personnel, pupil, and financial records; provides administrative information as needed			
C. Staff selection: works to assure that a strong staff is selected; cooperates with Personnel Department in securing replacements			
D. Teacher evaluation: works to improve classroom instruction by frequent observation and conferences; renders fair appraisal of teachers			
E. Decision making: is professional in working with teachers and, when appropriate, involves them in making decisions			
F. Student control: practices preventive discipline by means of open communication with parents and students; policies and practices are reasonable, conducive to learning, and uniformly enforced			
COMMENTS:			
II. INSTRUCTIONAL LEADERSHIP SKILLS			
A. Knowledge of curriculum: demonstrates knowledge of curricular issues in various subject fields; shows a balanced concern for all departments			
B. Instructional improvement: is familiar with good teaching methods; assists teachers to improve diagnostic and teaching procedures			
C. Faculty meetings: organizes periodic small group and/or total faculty meetings which are effective in clarifying problems and policies and providing professional guidance to teachers			
D. Adaptability: cultivates among the faculty an interest in and awareness of new teaching techniques and curricular areas			
E. Rapport: secures the cooperation of the faculty and the community in achieving the goals of the schools			
F. Achieving objectives: strives to clarify the objectives of the school and accomplishes significant improvement each year			
G. Evaluation: systematically evaluates the instructional program; uses results in work with faculty to plan program improvements			
COMMENTS:			
III. COMMUNICATION AND INTERPERSONAL SKILLS			
A. Faculty: demonstrates concern for teacher problems and encourages open discussion of issues			
B. Parents: seeks to know the parents, to interpret the school's program to them, and to cooperate in worthwhile parent programs			
C. Students: strives to understand students, considers any reasonable request, communicates to students the reasons for school policies			
D. Community involvement: participates in various civic, service, and community groups to help assure their knowledge of the school program			
E. Morale: develops high staff morale; operates in a democratic manner; encourages excellence in staff performance through constructive suggestion; commends achievements of staff members			
F. Support: protects teachers from unreasonable demands of parents; respects the professional judgment of teachers			
COMMENTS:			

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SAMPLE

IV. PERSONAL QUALITIES

	SATISFACTORY	NEEDS TO IMPROVE	UNSATISFACTORY*
A. Appearance: appearance and demeanor set an appropriate example for teachers and pupils			
B. Initiative: shows sustained effort and enthusiasm in the quality and quantity of work accomplished			
C. Communication skills: communicates effectively in front of group; speaks distinctly; uses standard oral and written English			
D. Professional growth: continues professional study; attends professional meetings regularly; reads current professional literature			

COMMENTS:

V. RECOMMENDATIONS

Is this Principal recommended to continue in his present assignment? YES ☐ NO ☐

GENERAL RECOMMENDATIONS:

DEFINITIONS OF EVALUATIVE TERMS:

1. *Satisfactory.* Meets standards expected of a principal.
2. *Needs to Improve.* Meets only minimum standards expected.
3. *Unsatisfactory.* Fails to meet minimum standards.

* Any "Unsatisfactory" rating requires that the Administrative Director (a) justify the rating by written comment, and (b) complete the "Principal's Job Targets Report" specifying how the principal can work to overcome the deficiency. "Needs to Improve" ratings will be discussed in conference with the Principal.

Signature of Administrative Director — *Date*

Signature of Principal — *Date*

Principal is to check ONE of the statements below:

_____ I accept the above appraisal of my performance.

_____ I request that the Superintendent appoint a Review Committee to restudy this appraisal of my performance.

COMMENTS:

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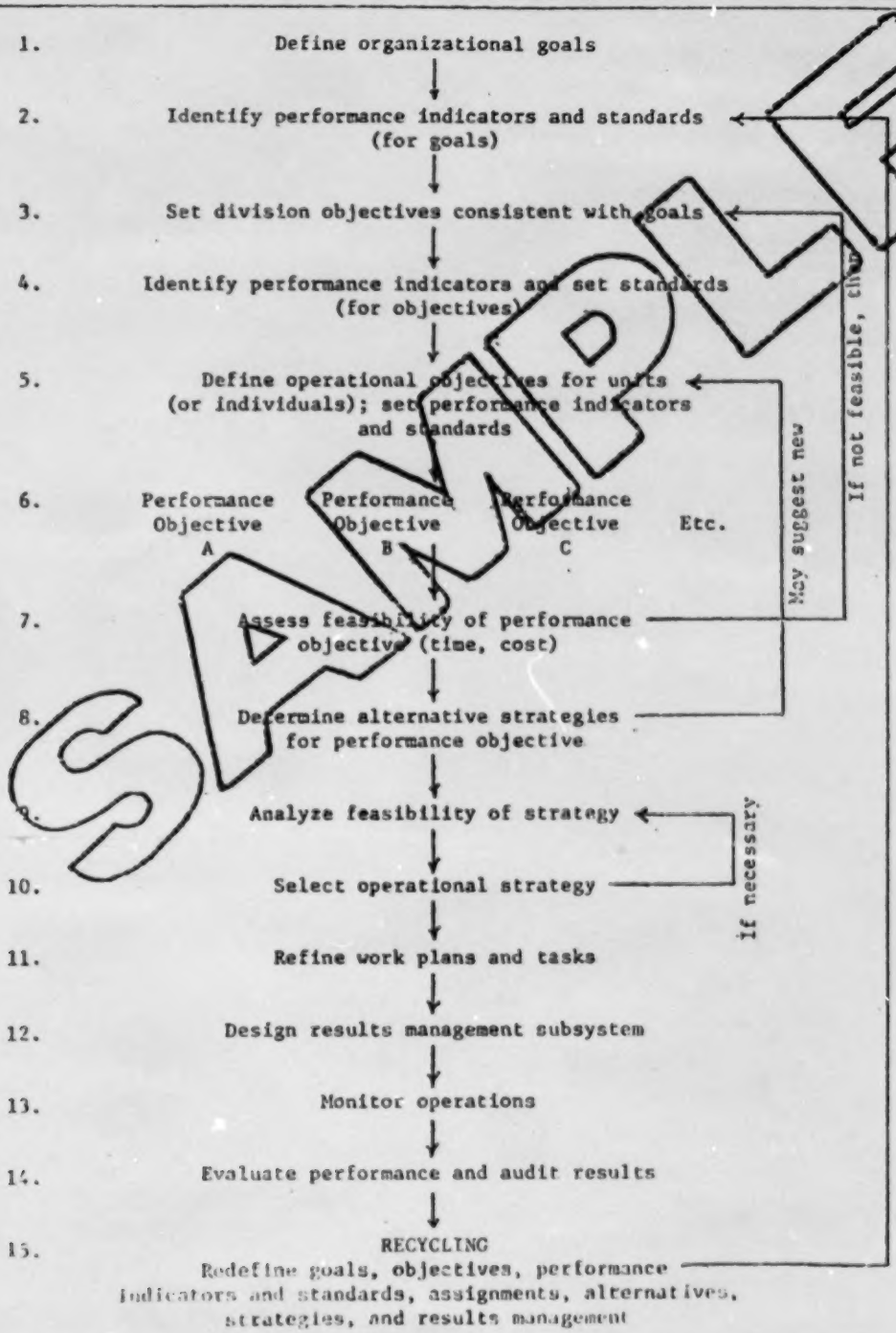
FIGURE 1

The MBO Model


1. Define organizational goals
2. Identify performance indicators and standards (for goals)
3. Set division objectives consistent with goals
4. Identify performance indicators and set standards (for objectives)
5. Define operational objectives for units (or individuals); set performance indicators and standards
6. Performance Objective A
Performance Objective B
Performance Objective C
Etc.
7. Assess feasibility of performance objective (time, cost)
8. Determine alternative strategies for performance objective
9. Analyze feasibility of strategy
10. Select operational strategy
11. Refine work plans and tasks
12. Design results management subsystem
13. Monitor operations
14. Evaluate performance and audit results
15. RECYCLING
Redefine goals, objectives, performance indicators and standards, assignments, alternatives, strategies, and results management
If not feasible, then
May suggest new
If necessary

SAMPLE

Source: Knezevich, Stephen J. *Management by Objectives and Results--A Guidebook for Today's School Executive*. Arlington, Virginia: American Association of School Administrators, 1973. p. 2

EVALUATION BY OBJECTIVES PROGRAM

SUPERVISOR APPRAISAL WORKSHEET

SAMPLE

This evaluation instrument will be used in conjunction with the job description and priorities which apply to the administrator being evaluated.

The numbered statements below are the STANDARDS for which you are to gather data and indicate your suggestions for eventual use in the target setting conference. Each lettered indicator of the STANDARD must be considered and placed in a minimum of one of the spaces provided.

A standard must become a target if an indicator is placed in the Unacceptable space. An indicator placed in the Target space may or may not become a target based upon mutual selection by the supervisor and administrator in the target setting conference.

This appraisal form is to be completed by you to be used in the target setting conference.

INSTRUCTIONS: Enter the number of the Indicator in the appropriate space.

EXAMPLE:

AREA 1: MANAGERIAL SKILLS — Effective management necessitates the use of organizational skills and the use of alternative methods of decision making.

STANDARD 1: Decision Making

Target	Not a target at this time	Collecting data	Unacceptable
b	c	a	

INDICATORS

a. using systematic methods of decision making.
b. employing alternative methods of decision making.
c. basing decisions on building/District/state policies and regulations.

ADMINISTRATOR EVALUATION PROGRAM
Supervisor's Appraisal Worksheet

Administrator _____

Supervisor _____

Date _____

AREA 1: MANAGERIAL SKILLS

Effective management necessitates the use of organizational skills and the use of alternative methods of decision making.

Target	Not a target at this time	Collecting data	Unacceptable

STANDARD 1: Decision Making The competent administrator solves problems by:

INDICATORS:

a. using systematic procedures for decision making;
b. employing alternative methods of decision making by involving individuals or representative groups in the decision making process and making individual administrative decisions;
c. basing decisions on building/district/state policies and regulations.

STANDARD 2: Organizational Skills The competent administrator organizes for effective management by:

INDICATORS:

a. developing short and long range organizational goals;
b. demonstrating commitment to an organizational pattern whereby each member of the organization has an opportunity to participate in establishing goals;
c. assisting staff, students, and the community in reaching a common understanding regarding the goals of the organization;
d. conceptualizing, planning, implementing, and sustaining organizational changes;
e. utilizing the administrative team concept by delegating duties, responsibilities, and functions;
f. keeping records and completing reports on schedule.

AREA 2: COMMUNICATION

Effective management necessitates clear communication; facilitation of communication within the organization, and use of communication skills that demonstrate concern for people at all levels relating to the organization.

STANDARD 3: Clarity The competent administrator communicates effectively by:

INDICATORS:

a. selecting the method of communication which meets the needs of the audience;
b. organizing and expressing ideas in written and oral communication;
c. checking to see if others understand.

STANDARD 4: Human Relations The competent administrator demonstrates concern for people by:

INDICATORS:

a. being available to others;
b. receiving, listening, and reacting to all communication and suggestions;
c. encouraging others and self to examine, hold, or express differing opinions, ideas, or feelings;
d. showing respect and acceptance of others;
e. responding to people honestly, taking into consideration the sensitivity of individuals;
f. working to develop trust relationships;
g. having frequent shared communication with students, staff and community.

STANDARD 5: Facilitation The competent administrator facilitates communication at all levels relating to the organization by:

INDICATORS:

a. being able to define district and/or departmental goals.
b. providing for open communication between all subsystems and the total organization;
c. involving representative groups or individuals;
d. transmitting others' ideas;
e. managing school issues through established district channels;
f. discussing problems with the parties involved.

SAMPLE

AREA 3: BUSINESS MANAGEMENT
Effective management of fiscal resources necessitates systematic planning for budget development, accounting, and responsibility for the expenditures of the organization.

STANDARD 6: Planning for Budget Development The competent administrator plans for budget development by:

INDICATORS:
a. demonstrating skill in the mechanical processes for developing budget requests;
b. establishing a time frame for delivering the budget to the next organizational level;
c. establishing a systematic process which involves staff and community in developing budget priorities;
d. developing a budget document that reflects the goals and objectives of the organization.

STANDARD 7: Accounting The competent administrator uses adequate accounting methods for budget control by:

INDICATORS:
a. processing financial data;
b. handling purchasing forms and procedures accurately;
c. auditing accounts regularly.

STANDARD 8: Responsibility The competent administrator is responsible for the expenditures of the organization by:

INDICATORS:
a. allocating available monies with full knowledge of the effects on the total financial picture of the organization;
b. expending funds appropriately;
c. being accountable for security of funds.

AREA 4: SCHOOL COMMUNITY RELATIONS
Effective management necessitates communication, coordination, and cooperation between the school and community to develop a supportive relationship for the benefit of students.

STANDARD 9: Coordination The competent administrator coordinates programs and facilities of the school within the community by:

INDICATORS:
a. interacting with community groups;
b. obtaining information about the community's priorities as they relate to the school or district programs;
c. identifying community programs which affect the school;
d. encouraging community use of facilities consistent with local policy;
e. utilizing community resources.

AREA 5: PERSONNEL MANAGEMENT
Effective management of human resources necessitates selection, assignment, orientation, and development.

STANDARD 10: Selection The competent administrator participates in staff selection by:

INDICATORS:
a. providing an accurate job description;
b. obtaining data which reflects district/school program needs;
c. establishing a time line for the selection process;
d. utilizing district personnel procedures;
e. meeting a time line for recommendations.

STANDARD 11: Assignments The competent administrator develops and implements a process for making assignments or re-assignments by:

INDICATORS:
a. identifying all of the positions needed;
b. identifying the assignment requirements;
c. identifying the factors of training, skill, and experience as related to the job description;
d. assigning staff members with the greatest potentiality for meeting the identified needs.

STANDARD 12: Orientation The competent administrator provides a systematic and continuing orientation process for staff members by:

SAMPLE

INDICATORS:

a. communicating the organizational philosophy;
b. acquainting each staff member with the duties and responsibilities of the position;
c. informing staff of district policies, regulations, and employee benefits;
d. acquainting staff with available district resources and services;
e. informing staff of legal regulations and procedures;
f. identifying sources of information about membership associations;
g. evaluating the orientation process.

STANDARD 13: Development The competent administrator provides for the professional development of staff by:

INDICATORS:

a. using the district personnel evaluation procedures;
b. providing continuous informal feedback to individuals;
c. administering the district's professional growth policy;
d. advising staff members of professional certification or vocational needs;
e. involving staff in developing inservice activities which reflect organizational and individual needs;
f. assisting staff members in acquiring skills for professional advancement.

AREA 6: PHYSICAL RESOURCES

Effective management necessitates providing for maintenance, effective use, replacement and acquisition of physical resources.

STANDARD 14: Maintenance The competent administrator provides for constant maintenance of physical resources by:

INDICATORS:

a. inspecting the building, equipment and grounds for condition;
b. taking the necessary steps for their preservation.

STANDARD 15: Effective Use The competent administrator provides for optimum use of physical resources by:

INDICATORS:

a. promoting efficient and flexible use of the physical plant;
b. employing efficient procedures for the use of, and accountability for, supplies and equipment.

STANDARD 16: Replacement and Acquisition The competent administrator provides for the replacement and acquisition of materials and equipment within fiscal restraints by:

INDICATORS:

a. maintaining accurate inventories;
b. anticipating future needs;
c. employing available means for obtaining resources.

AREA 7: CURRICULUM/PROGRAM DEVELOPMENT

Effective management of curriculum/program necessitates systematic procedures which include identification of needs, development of goals and objectives, implementation of programs, and evaluation of the programs developed.

STANDARD 17: Identification of needs The competent administrator initiates identification of curriculum/program needs by:

INDICATORS:

a. determining appropriate sources of data;
b. providing for organizing, collecting and analyzing data;
c. relating data to goals to guide program change;
d. identifying curriculum/program needs.

STANDARD 18: Development of Goals and Objectives The competent administrator develops goals and objectives by:

INDICATORS:

a. formulating the goals and objectives from the identified curriculum/program changes or needs;
b. evaluating the formulated goals and objectives with district and state priorities, philosophy, and guidelines;
c. demonstrating commitment to an organizational pattern whereby all members of the organization have an opportunity to participate in establishing goals.

SAMPLE

STANDARD 19: Implementation The competent administrator implements curriculum/program by:

INDICATORS:

a. participating in the curriculum/program operation;
b. providing staff planning and training;
c. providing resources;
d. establishing activities to meet curricular needs.

STANDARD 20: Evaluation The competent administrator evaluates the curriculum/programs developed by:

INDICATORS:

a. providing for a program to measure learner outcomes;
b. monitoring the program;
c. identifying the progress toward stated curriculum/program goals.

AREA 8: ANALYSIS AND EVALUATION

Effective management necessitates analysis and evaluation of the total program to the needs of students.

STANDARD 21: Analysis and Evaluation The competent administrator analyzes the interrelationships of each component to the total program by:

INDICATORS:

a. evaluating the interdependence of the components within the total program;
b. interpreting and analyzing the ongoing results of the program evaluation;
c. applying the evaluation findings to expand, revise, or suspend programs;
d. developing the process for establishing short and long term goals.

SAMPLE

SALT LAKE CITY, UTAH

School administrators in the Salt Lake City School District are evaluated in terms of their achievement of self-defined goals that are reviewed and agreed upon by their superior. Priority goa for each school are developed through the participation of faculty, students, and parents as well as administrators. Individual goals then are derived from the school unit goals.

PART II

CRITICAL NEEDS (PRIORITY GOALS) OF THE LOCAL UNIT (SCHOOL, DEPARTMENT,...)

These critical concerns have been identified through the involvement of administrators faculty, students, parents and others of the local unit.

(Blank space has been omitted)

Adopted by the Local Unit for the school year _____.

SAMPLE

EMPLOYEE'S CONTRIBUTION

A. GOALS I HAVE SELECTED WITH WHICH I CAN MAKE A CONTRIBUTION

The following are goals I feel are acceptable and relevant to my assignment:

(Blank space has been omitted)

Review your goals with your supervisor before proceeding.

The above goals have been reviewed and agreed upon.

_____ Supervisor

_____ Employee

44

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EMPLOYEE'S CONTRIBUTION (continued)

B. STANDARDS OF PERFORMANCE I EXPECT TO ACHIEVE WITH EACH SELECTED GOAL

I have considered the support services (supplies, equipment, class size, class composition, . . .) necessary to reach my performance standards. The following are levels of performance I expect to achieve:

(Blank space has been omitted)

Review your expectations with your supervisor before proceeding.

The above expectations have been reviewed and agreed upon.

Supervisor _____ Employee _____

SAMPLE

EMPLOYEE'S CONTRIBUTION (continued)

C. METHODS, PROCEDURES, AND TECHNIQUES I WILL USE TO ACHIEVE MY STANDARDS OF PERFORMANCE WITH EACH GOAL

(Blank space has been omitted)

Review your methods, procedures, and techniques with your supervisor before proceeding.

The above methods, . . . , have been reviewed and agreed upon.

Supervisor _____ Employee _____

45

EMPLOYEE'S CONTRIBUTION (continued)

D. ASSESSMENT TECHNIQUES I WILL USE TO DEMONSTRATE ATTAINMENT OF STANDARDS OF PERFORMANCE EXPECTED WITH EACH GOAL

SAMPLE

Review your assessment techniques with your supervisor before proceeding.

The above assessment techniques have been reviewed and agreed upon.

Supervisor _____ Employee _____

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MONITORING REPORT FORM

Periodically I have drawn conclusions regarding the adequacy and effectiveness of my plan. I have made modifications where necessary. I have taken into consideration the following: student achievement, learning environment, and methods of teaching.

Goals	List Dates Reviewed w/Supervisor	Comments
1.		Employee's: Supervisor's:
2.		Employee's: Supervisor's:
3.		Employee's: Supervisor's:
4.		Employee's: Supervisor's:

SAMPLE

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